

# Trackopedia™

A Simple Standards-Based Tracking Tool for Students and Teachers

Primary Trackopedia Book: Kindergarten Through Second Grade

Intermediate Trackopedia Book: Third Through Sixth Grade



Catherine Allen-DeVries & Melissa Beyers

# Trackopedia™

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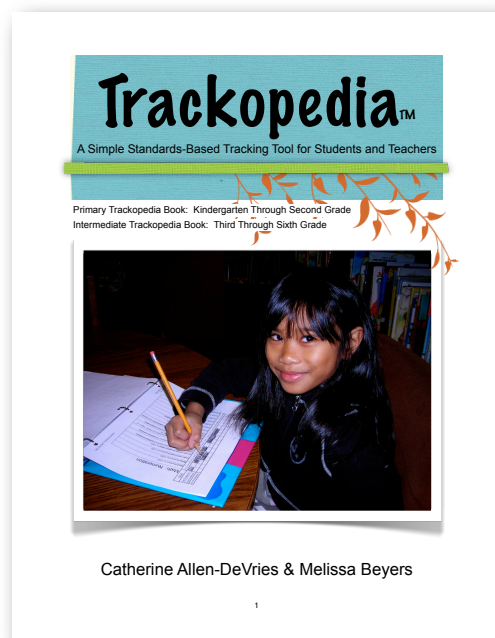
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## The Books Contain:

- The philosophy behind the *Trackopedia™* system
- A quick start for immediate implementation into your classroom
- A detailed rationale behind the elements of the *Trackopedia™* system
- Actual student *Trackopedia™* blacklines for each grade level listed on the cover of the book
- Standards Cover Sheets pages for each grade level
- Teacher Grade Book pages for each grade level

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# Philosophy

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“How can we move away from assessing kids for two weeks at the end of each trimester? There must be a better way!” From a single question, in an office at an elementary school, on an island in the North Pacific, came this answer. We offer the *Trackopedia* as a workable solution to this question. Through conversations, early attempts that involved creating book reports and homework cover sheets based upon the GLE’s (Grade Level Expectations for Alaska Students...standards in the general term), and philosophy papers that wrestled with the idea of on-going assessment combined with state standards, those thoughts and attempts evolved into the *Trackopedia*. We offer the *Trackopedia* system to teachers with the thought in mind that this system works in our classrooms and we wanted to share it with teachers....in that what worked for us might benefit the whole of us, and most importantly students.

The *Trackopedia* is a framework for tracking student progress and mastery of the state standards. We devised the *Trackopedia* with the goal in mind of putting the teacher, student, and parents in a shared role of the student’s progression of mastery through the state standards. Even a cursory glance through the state standards will reveal that the standards provide the discrete framework for assessment that teachers, students, and parents are seeking. We translated these standards into “kid-friendly” language that aids everyone in understanding what each standard is targeting. We incorporated these standards into a grid system with check off boxes for each demonstrated proficiency, and then we shared the responsibility of tracking with our students.

Our motivation to design the *Trackopedia* was born of a desire to simplify/streamline individual student mastery of the standards while allowing ample room for discovery and connections beyond the school walls. We view assessment as a dynamic tool. We also believe that the standards should be viewed as the scaffolding that supports our instruction. We are not limited to teaching only the skills that are assessed. Rather we can utilize a method that allows efficient monitoring of our teaching and students’ progression through the standards, thereby allowing the “freedom of mind” that we have indeed taught the standards and are justified to teach beyond.

In essence, skills and discovery based learning can be integrated into meaningful lessons. Teachers can identify the discrete skills (standards) that are already embedded in their lessons. In this system teachers simply identify when they are teaching that particular skill, and link assessment to that standard.

The *Trackopedia* is the scaffold to which a teacher can build in performance, summative, formative, and many other forms of assessment. Formative assessment works seamlessly with this system, however it is imperative that multiple forms of assessment be used in a classroom to reach every learning style.

We have successfully implemented this system in our own classrooms using the Alaska State Performance Standards/Grade Level Expectations for 3rd grade. Rapidly, the students learned exactly which skills were expected of them. Students looked at the *Trackopedia* and received immediate feedback about their progression. Students responded to the implementation by asking for the standard that the individual lesson addressed, and by asking for more information about a particular skill with which they needed more practice.

Kids come to us at school with different life stories, different experiences, different strengths and challenges. It is not a black and white world. We take kids where they are and move from that point towards proficiency. The *Trackopedia* provides that common set of expectations and language that empowers students and parents to join in on the conversation of student achievement.

The process we used can be easily tailored to any state standards. While the process is applicable to any state standards, it is not a prescription for how to teach or which programs to adopt. Rather, this systematic approach can be viewed more as a skeletal framework where the teacher and students can easily keep track of standards mastered. It is assumed that teachers/schools/districts are addressing all state standards for each grade level within the curriculum and adopted programs. In our experience, we recognize and honor the varied teaching styles of dedicated educators whose goals are to nurture young people and create opportunities for lifelong learning.

# What is it?

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**A *Trackopedia* is a way to keep track of each student's mastery of the adopted state standards.**

In this book you are getting...

**Student *Trackopedias*, *Teacher Grade Books*, and *Standards Cover Sheet***

**(Primary Book: Kindergarten through Second Grade)**

**(Intermediate Book: Third Through Sixth Grade)**

- The student *Trackopedia* is an efficient tool used by students in each grade level to monitor their own growth through the state standards with the teacher. Each student has their own *Trackopedia* (workbook) where they chart their progress throughout the year.
- *Teacher Grade Book* is a simplified version of the student *Trackopedia* for inputting information about student's progression through the standards.
- *Standards Cover Sheet* is stapled to the front of assessments and lists all the standards coding for that grade level. This cover sheet streamlines the process of grading and relates the passed proficiency to the student for input into their *Trackopedia*. Additionally, the teacher consults the *Standards Cover Sheet* for information on which proficiencies to input into their grade book.
- There are *Trackopedias*, *Grade Books*, and *Standards Cover Sheets* for Kindergarten through Sixth Grade. *Trackopedias* for Middle School through High School will be available in the near future.

**You will need to do the following to implement this system in your classroom:**

1. Align your existing curriculum assessments with the standards coding.
2. Copy one *Trackopedia* for each student, and one for yourself to use as a reference.
3. Copy the *Teacher Grade Book* - one page for every student. Combine the pages into a book, put it in a notebook, or bind it together.
4. Copy the *Standards Cover Sheet* on a different color paper. Trim to cut size, and have a large stack of these cover sheets ready for use.

The following section on Individual Standards in Each Section is a sample page from the Classroom Scenarios section of the Trackopedia™ book.

## Classroom Scenarios

The **Classroom Scenarios** section offers the reader a more visual understanding to the steps of using the *Trackopedia* with a class of students. This section includes graphics and specific examples of implementing this system (in your classroom). It will give you a taste of how we have successfully integrated this system in our own classrooms of third grade students. There are two components. The **In Your Classroom** is more conversational in that it tells what this system looks like when it's implemented in your classroom. The **Behind the Scenes** is the formal reasoning of why we structured the system in a particular way.



# Individual Standards in Each Section

## In Your Classroom

Each section of a student's individual *Trackopedia* is broken into a number of smaller cells that identify each standard for that section. For example, the reading section for Alaskan third graders contains twenty-two individual standards. The following example is the first page of the reading section.

Trackopedia™ Third Grade

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Reading	I can read three syllable words using <b>phonics</b> .										
	I can read three syllable words using <b>root or base word</b> .										
	I can read three syllable words using <b>prefixes</b> .										
	I can read three syllable words using <b>suffixes</b> .										
	I can read three syllable words using <b>rhyming words</b> .										
	I can read three syllable words using <b>word order</b> .										
	I can read three syllable words using <b>grammar</b> .										
	I can read <b>high frequency words</b> out loud.										
	I can read <b>abbreviations</b> of proper nouns such as <b>Dr., Mr., Mrs., Ms.</b>										
	I can get information from <b>text features</b> like <b>pictures</b> (illustrations for text) and <b>visual cues</b> (e.g., <b>bolded or italicized text, chapter titles</b> ).										
	I can figure out words by using <b>context clues</b> (e.g., "canoe" in a story about fishing).										
Standard	R-1.1.1A	R-1.1.1B	R-1.1.1C	R-1.1.1D	R-1.1.1E	R-1.1.1F	R-1.1.1G	R-1.1.2A	R-1.1.2B	R-1.1.3	R-1.1.4
Getting There!											
Almost There!											
I'm Proficient!											

Students using this system take control of their learning. First of all, it is very easy for them to see and understand the specific skills and concepts to be learned for their grade level. Students don't just have the gray idea that they are learning "reading." In fact, third graders in Alaska will realize that there are actually twenty-two different reading skills that they will learn and practice. Then, students start the fun of tracking their own individual progress through each standard in Reading, Writing and Math. Coloring in cells to show proficiency in a certain standard is satisfying and encouraging for students. For teachers it is an organizational tool. Students and teachers can celebrate progress and mastery together.



## Behind the Scenes

For the students the important information is that they have twenty-two skills in Reading that they will work at to prove mastery in by the end of the year. Once you give them their information from their placement test then they can begin to see some of these cells start to fill in. They will buy into the realization that they are in charge of their learning and will begin to identify their own strengths and weaknesses. In truth, we are harnessing the power of assessment by placing the information in the hands of the child and collaborating with them through mutual respect.

See the following example of a student's *Trackopedia*. This student is considered proficient in the following standards: N-1A, N-2, N-3B. In standards N-1C, N-7, and N-8 the student needs one more demonstration of proficiency. N-5 is the area of weakness for this student. As you can see it is very easy for the student, teacher, and parents to identify areas of strength or weakness for an individual when the data is entered into the *Trackopedia*.

Trackopedia Third Grade

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Math: Numeration	I can read numbers to 1,000.	I can write numbers to 1000.	I can order and count numbers to 1000.	I can show place value positions for ones, tens, hundreds and thousands.	I can use ordinal numbers (1st, 2nd, 3rd).	I can use cardinal numbers (1, 2, 3).	I can show with words and pictures simple fractions with denominators of 2, 3, 4, or 10.	I can show with words and pictures equivalent fractions with denominators of 2, 3, 4, or 10.	I can use models, explanations, number lines, or real-life situations to show how addition and subtraction work.	I can describe or illustrate the identity property of addition. ( $8 + 0 = 8$ )	I can use manipulatives to show and explain the commutative property of addition. $3 + 2 = 2 + 3$
Standard	N-1A	N-1B	N-1C	N-2	N-3A	N-3B	N-4	N-5	N-6	N-7	N-8
Getting There!											
Almost There!											
I'm Proficient!											

**The following section contains  
samples of the following from the  
Trackopedia™ book:**

- Sample Third Grade Reading  
Trackopedia™**
- Sample Third Grade Standards  
Cover Sheet**
- Sample Third Grade Teacher Grade  
Book**



Reading Standard Continued	R-1.1.5	I can <b>check myself</b> while I'm reading (e.g., <b>sounding words out</b> , adjusting reading pace).			
	R-1.2.1	I can <b>find information</b> in the text to answer <b>literal comprehension</b> questions.			
	R-1.2.2	I can <b>check my comprehension</b> of what I read by <b>making predictions</b> , asking questions or rereading.			
	R-1.2.3	I can make <b>simple inferences</b> (e.g., predict logical outcomes).			
	R-1.2.4	I can <b>draw conclusions</b> based on information presented in the text (e.g., <b>cause and effect</b> , <b>character motivation</b> ).			
	R-1.3.1	I can <b>read out loud with rhythm, flow, and expression</b> to show I understand punctuation and other conventions of print.			
	R-1.4.1	I can <b>retell</b> or act out a story after I read it.			
	R-1.4.2	I can <b>put information I read in a text in my own words</b> . I can also tell if another's restatement is true.			
	R-1.5.1	I can figure out the <b>main idea</b> in different types of text.			
	R-1.6.1	I can complete a simple (1-2 step) task by <b>following written directions</b> .			
R-1.6.2	I can put a set of <b>simple directions in the right order</b> .				

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Standards Cover Sheet: 3rd Grade

Math				Reading			Writing	
N	MEA	EC	G	R	R	W		
N-1A	MEA-1	EC-1	G-1	R-1.1.1A	R-1.3.1	W-1.1.1		
N-1B	MEA-2	EC-2	G-2	R-1.1.1B	R-1.4.1	W-1.1.2		
N-1C	MEA-3	EC-3	G-3	R-1.1.1C	R-1.4.2	W-1.1.3		
N-2	MEA-4	EC-4	G-4	R-1.1.1D	R-1.5.1	W-1.2.1		
N-3A	MEA-5	EC-5	G-5	R-1.1.1E	R-1.6.1	W-1.2.2		
N-3B	MEA-6	EC-6	G-6	R-1.1.1F	R-1.6.2	W-1.3.1		
N-4	MEA-7A		G-7	R-1.1.1G	R-1.7.1	W-1.3.2		
N-5	MEA-7B	FR	G-8	R-1.1.2A	R-1.7.2	W-1.3.3		
N-6	MEA-8	FR-1		R-1.1.2B	R-1.8.1A	W-1.3.4		
N-7	MEA-9	FR-2	PS	R-1.1.3	R-1.8.1B	W-1.4.1		
N-8		FR-3	PS-1	R-1.1.4	R-1.8.1C	W-1.4.2		
N-9A	SP	FR-4	PS-2	R-1.1.5	R-1.9.1	W-1.5.1		
N-9B	SP-1	FR-5	PS-3	R-1.2.1	R-1.10.1			
N-9C	SP-2		PS-4	R-1.2.2	R-1.10.2			
N-9D	SP-3		PS-5	R-1.2.3	R-1.11.1			
N-9E	SP-4			R-1.2.4				
	SP-5A							
	SP-5B							

Student: \_\_\_\_\_

Entered: Student

Entered: Teacher

